



Interactive Strategies for Teaching Students Response to Literature

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Reading

Literal Comprehension

What the text says

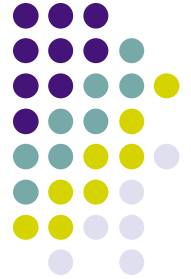
Writing

Summary

Interpretation

What the text means

Commentary



California Standards Test Scoring Rubric Grade 7 Writing Tasks



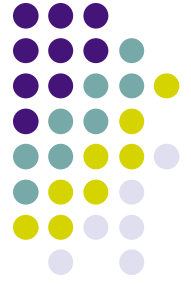
4 The Writing

- ❖ Clearly addresses all parts of the writing task
- ❖ Demonstrate a clear understanding of purpose and audience
- ❖ Maintains a consistent point of view, focus, and organizational structure, including the effective use of transition
- ❖ Includes a variety of sentence types
- ❖ Contain few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling). These errors do not interfere with the reader's understanding of the writing.

Response to Literature

- ❖ Develops interpretations that demonstrate a thoughtful, comprehensive grasp of the text
- ❖ Organizes accurate and coherent interpretations around clear ideas, premises, or images from the literary work
- ❖ Provides specific textual examples and details to support the interpretations

Nevada English Language Arts Standards



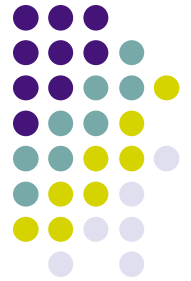
Reading

- Literary Elements
 - Analyze characters, plots, setting, themes, and points of view in any given piece of literature.
- Theme
 - Use textual evidence to analyze the theme or meaning of a selection.
- Stylistic Devices
 - Locate and interpret figurative language, including **simile**, metaphor, and **personification** in text.
 - Interpret examples of imagery and explain their sensory impact.
 - Analyze ways authors use imagery, figurative language, and sound to elicit reader response.

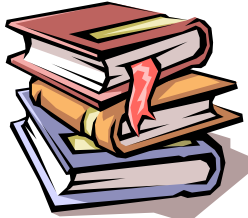
Writing

- Literary Analysis
 - Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the text and prior knowledge or experience.

There is a bright little student inside most teachers, who wants to set the rest of the class straight, because he or she *knows* the ‘right’ answer. Still, the point of teaching interpretation is not to usurp the interpreter’s role but to explain the rules of the interpretive game.



Robert Scholes
From Textual Power:
Literary Theory in the
Teaching of English, 1985



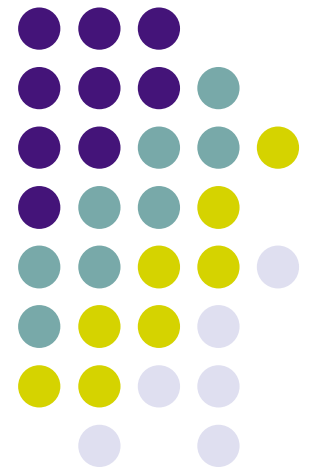
Students who engage in frequent discussions about what they read are more motivated and have higher achievement scores than students who do not interact with books.

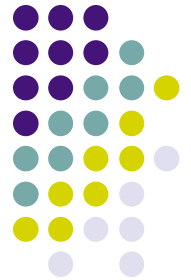
Mullis, Campbell & Farstrup, 1993



Engaging students in writing about their responses to reading leads to better reading achievement.

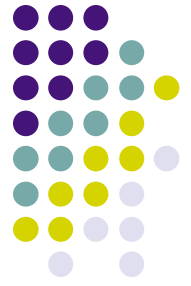
Tierney & Shanahan, 1991





Prediction

- ❖ It's about a birthday.
- ❖ The gift will be money.
- ❖ Someone is sad.
- ❖ Something bad will happen.
- ❖ It's a poor girl's birthday.
- ❖ Someone is going to cry.
- ❖ Red means attention so someone will get all the attention.
- ❖ There's something about layers.



Rachel's Narrator: Except when math period ends Mrs. Price says loud and in front of everybody,

Mrs. Price: “Now, Rachel, that’s enough,”

Rachel's Narrator: because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk and it’s hanging all over the edge like a waterfall, but I don’t care.

Mrs. Price: “Rachel,”

Mrs. Price's Narrator: Mrs. Price says. She says it like she’s getting mad.

Mrs. Price: “You put that sweater on right now and no more nonsense.”

Rachel: “But it’s not ---“

Mrs. Price: “Now!”

Mrs. Price's Narrator: Mrs. Price says.



Prediction

Confirmation

- ❖ It's about a birthday.
- ❖ The gift will be money.
- ❖ Someone is sad.
- ❖ Something bad will happen.
- ❖ It's a poor girl's birthday.
- ❖ Someone is going to cry.
- ❖ Red means attention so
- ❖ someone will get all the attention.
- ❖ There's something about layers.

- ❖ It's about a birthday but the party will come later and it has been spoiled.
- ❖ This prediction did not pan out.
- ❖ Yes, Rachel ends up sad.
- ❖ Mrs. Price embarrasses her.
- ❖ We don't really know if Rachel is poor or not.
- ❖ Yes, Rachel cries like she's three.
- ❖ She gets attention all right but it's negative.
- ❖ We all have all the years we are inside of us like layers of who we are.

Cognitive Strategies Sentence Starters

Planning and Goal Setting

- My purpose is...
- My top priority is ...
- I will accomplish my goal by ...

Tapping Prior Knowledge

- I already know that...
- This reminds me of...
- This relates to...

Asking Questions

- I wonder why...
- What if...
- How come...

Making Predictions

- I'll bet that...
- I think...
- If _____, then...

Visualizing

- I can picture...
- In my mind I see...
- If this were a movie...

Making Connections

- This reminds me of...
- I experienced this once when...
- I can relate to this because...

Summarizing

- The basic gist is...
- The key information is...
- In a nutshell, this says that...

Adopting an Alignment

- The character I most identify with is...
- I really got into the story when...
- I can relate to this author because...

Forming Interpretations

- What this means to me is...
- I think this represents...
- The idea I'm getting is...

Monitoring

- I got lost here because...
- I need to reread the part where...
- I know I'm on the right track because ...

Clarifying

- To understand better, I need to know more about...
- Something that is still not clear is...
- I'm guessing that this means _____, but I need to...

Revising Meaning

- At first I thought _____, but now I.....
- My latest thought about this is...
- I'm getting a different picture here because...

Analyzing the Author's Craft

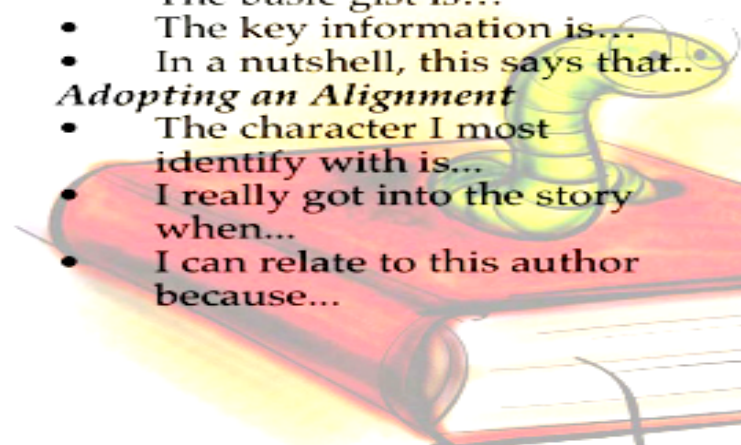
- A golden line for me is...
- This word/phrase stands out for me because...
- I like how the author uses to show...

Reflecting and Relating

- So, the big idea is...
- A conclusion I'm drawing is...
- This is relevant to my life because...

Evaluating

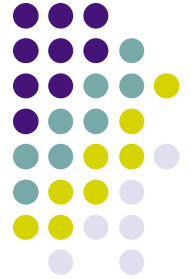
- I like/ don't like _____ because...
- My opinion is _____ because...
- The most important message is _____ because...



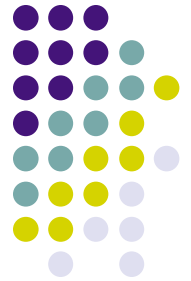
“Eleven” by Sandra Cisneros

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, six, and five, and four, and three and two and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are-underneath the year that makes you eleven.

So, you really are like a set of
stacking dolls with the person
you were last year inside the
person you are this year. I feel
this when it's my birthday
too. It takes a while to feel
like you're the next year old.
This reminds me of what
Cao said about layers.



Making Connections



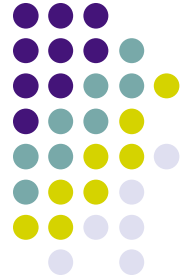
Figurative Language Devices

Simile--A figure of speech stating a comparison using like or as.

Metaphor--A figure of speech containing a comparison of two things on the basis of a shared quality as if one thing were the other.

Imagery--Words and phrases that describe what is seen, smelled, tasted, or touched which when repeated in a pattern can help to convey a particular impression about a character or situation.

Symbol--A person, object, action, place or event that, in addition to its literal meaning, suggests a more complex meaning or range of meaning.



Strategies for Interacting with a Text

- ❖ **Character Frame and Coat of Arms**
- ❖ **Literature Portrait**
- ❖ **Character Evolution Timeline**
- ❖ **Split Open Mind**
- ❖ **Framed Found Poem**

Coat of Arms

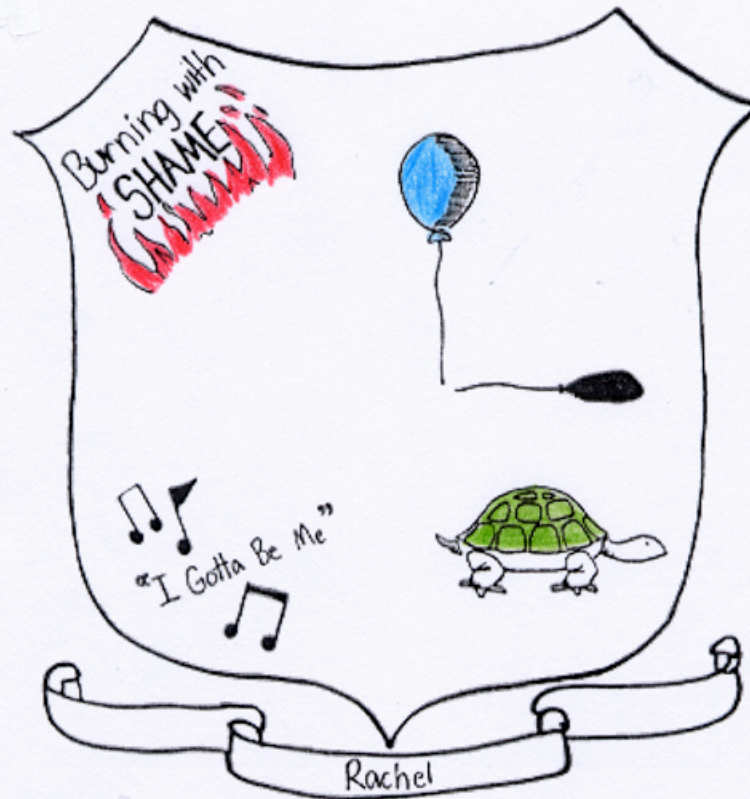


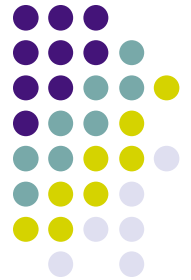
Figure 4-9 Character Frame

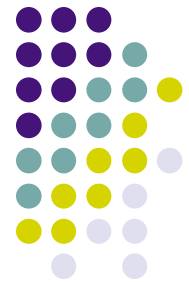
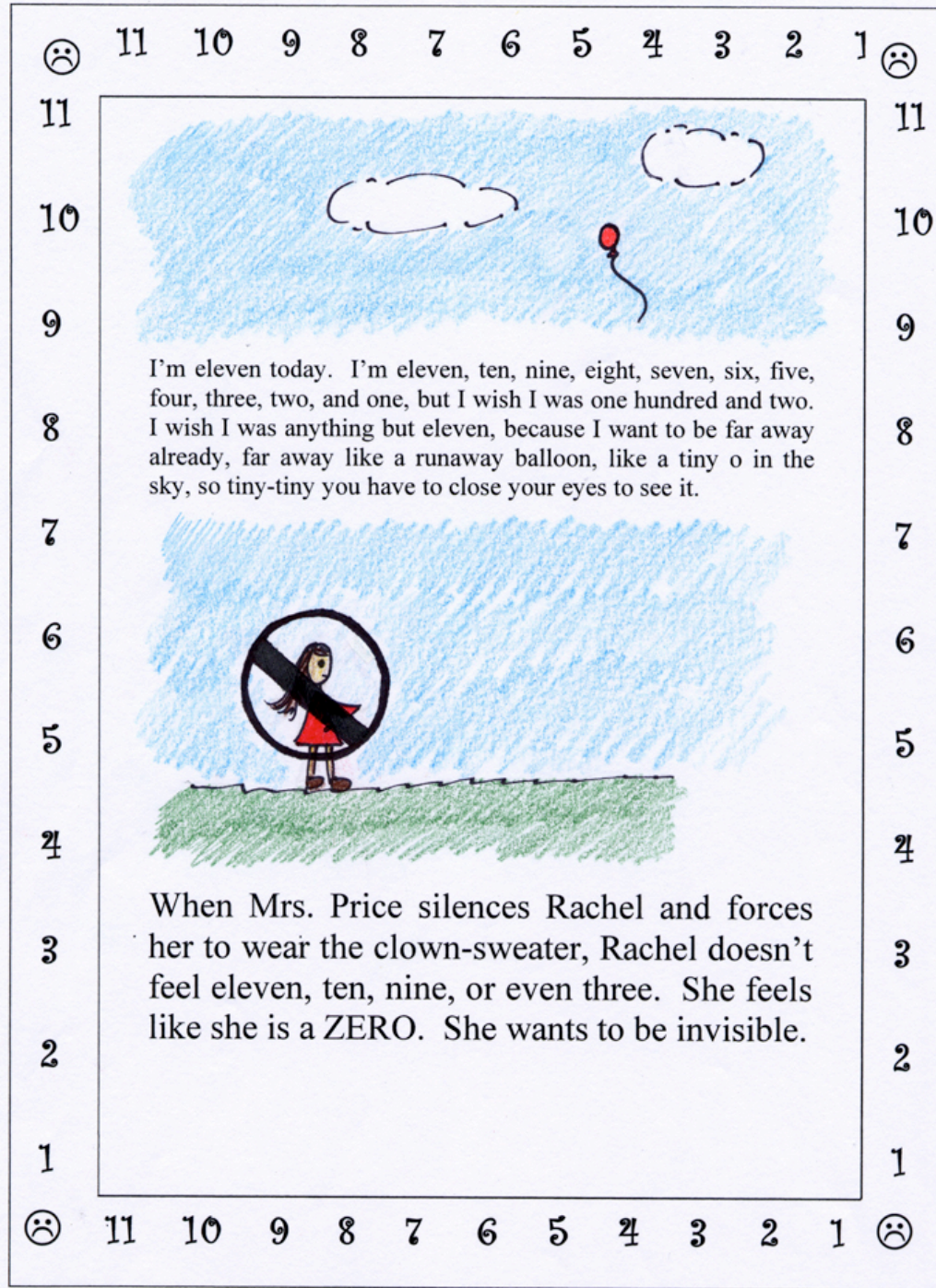
If Rachel were an object she would be an balloon because her spirit is popped by the teacher.

If Rachel were a song she'd be "I Gotta Be Me" because she can't be who Mrs. Price says

If Rachel were an emotion it would be SHAME because Mrs. Price makes her feel humiliated.

If Rachel were an animal it would be a turtle because she goes into her shell and will not talk.







Character Evolution Timeline for Rachel

Quote #1: Curious

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are underneath the year that makes you eleven.

Quote #1: Description / Notes

Rachel expected to wake up on her birthday and feel "smart" eleven, but she didn't. This is a curious feeling that she wasn't prepared for.

11?



CONFUSED

Quote #2: Surprised and Confused

"That's not, I don't...you're not...Not mine, I finally say in a little voice that was maybe me when I was four."

Quote #2: Description / Notes

When Mrs. Price puts the red sweater on Rachel's desk she is so surprised and confused that she loses her voice and can barely peek out "That's not..." in a little four year old voice. She's even more confused when Mrs. Price says she remembers Rachel wearing it once.



SURPRISED



CURIOUS

Quote #3: Horrified

But when the sick feeling goes away and I open my eyes, the red sweater's still there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

Quote #3: Description / Notes

Rachel squeezes her eyes shut tight to wish the red sweater away but when she opens her eyes, she is horrified to see the sweater still there like a big red mountain. It is so huge in her mind and she can't get away from it.



HORRIFIED



Quote #4: Hurt

This is when I wish I wasn't eleven, because all the years inside of me – ten, nine, eight, seven, six, five, four, three, two and one – are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine.

Quote #4: Description/Notes

Rachel is really hurt when Mrs. Price doesn't believe her and forces her to put on the sweater that isn't hers. She is being humiliated in front of the class.



HURT

Quote #5: Miserable

I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me, until there aren't any more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

Quote #5: Description/Notes

Rachel is so miserable that she can't hold back the tears any longer. Her pride is wounded because she feels like a clown. So, she lets it all out in front of the whole class—which makes her feel even worse.



MISERABLE

Quote #6: Withdrawn

I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny-tiny you have to close your eyes to see it.

Quote #6: Description/Notes

Like a turtle, Rachel wants to retreat back into her shell. The only thing she can do to protect herself is to withdraw. She wants to become invisible, to shrink into nothing like a runaway balloon. Mrs. Price should be ashamed of herself!

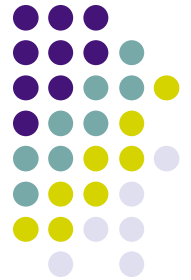


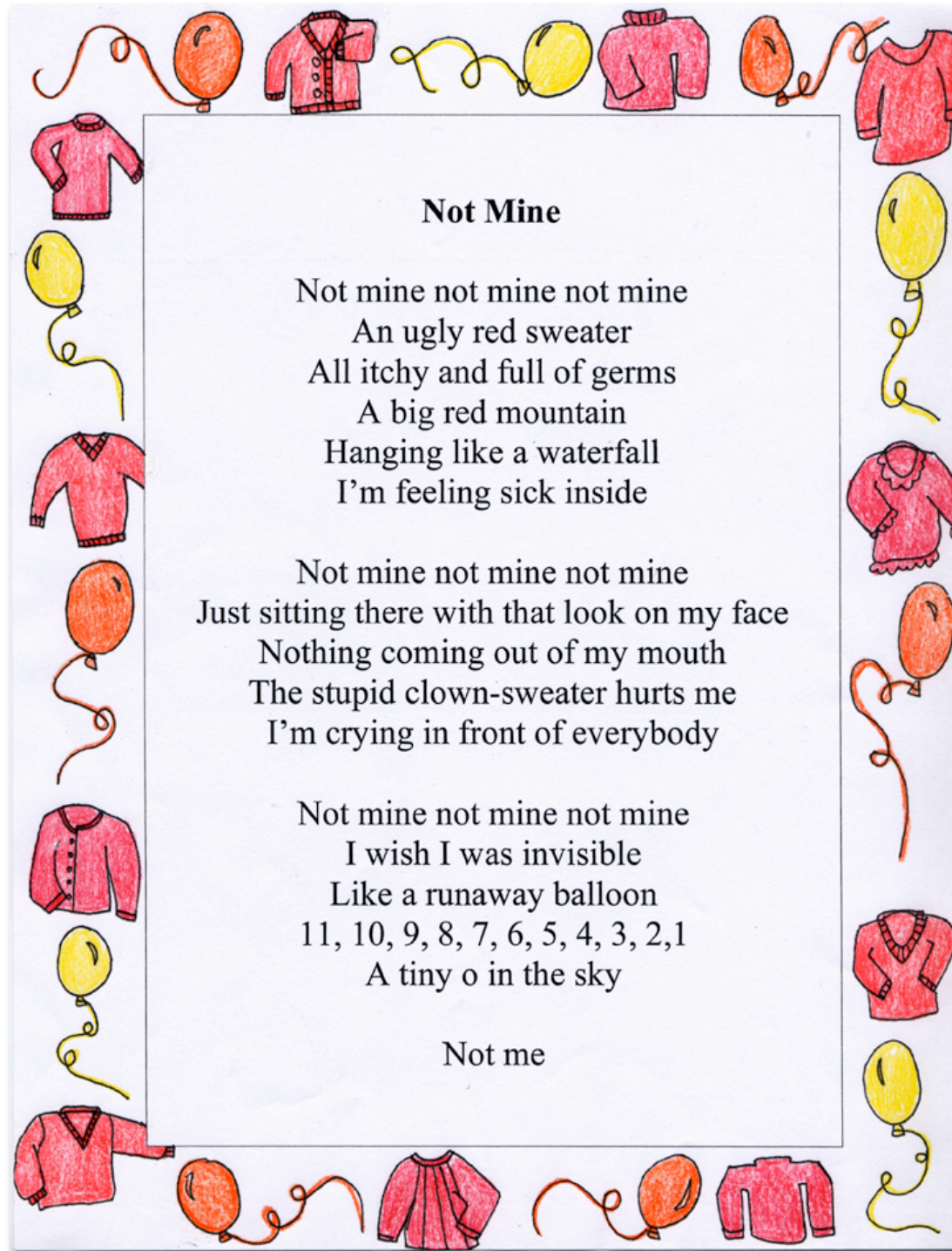
WITHDRAWN





Split Open Mind





Not Mine

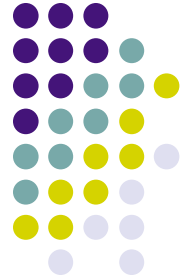
Not mine not mine not mine
An ugly red sweater
All itchy and full of germs
A big red mountain
Hanging like a waterfall
I'm feeling sick inside

Not mine not mine not mine
Just sitting there with that look on my face
Nothing coming out of my mouth
The stupid clown-sweater hurts me
I'm crying in front of everybody

Not mine not mine not mine
I wish I was invisible
Like a runaway balloon
11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1
A tiny o in the sky

Not me

"Eleven"

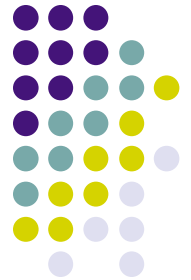


In the story "Eleven" by Sandra Cisneros, the main character, Rachel, describes an incident on her eleventh birthday that made a strong impression on her. Think about what happens to Rachel and how she feels about the incident. How does it affect the way she feels about herself?

Write an essay in which you explain how you think Rachel views herself on her eleventh birthday. Consider why she sees herself as she does, what affects her view, and if her feelings about herself change as a result of her experience. How does the author show us Rachel's feelings and how do we know if those feelings change? Be sure to use specific details from the text to show why you think the way you do--including one simile or metaphor taken directly from the text and one original simile or metaphor of your own to describe Rachel's experiences. While writing your paper, remember to follow the conventions of written English.

Your essay should be in standard analytical/ expository form: introduction, main body, and conclusion. The best papers will:

- ❖ Begin by introducing the subject, giving enough background for the reader to follow the interpretation the writer offers in response to the prompt.
- ❖ Clearly and carefully explain how Rachel sees herself on her eleven birthday.
- ❖ Offer insights into why Rachel sees herself as she does, what affects her view, and if her feelings change as a result of the incident.
- ❖ Include at least one simile or metaphor from the text (as well as other quotes) as specific textual support to establish how the author shows us Rachel's feelings.
- ❖ Create at least one original simile or metaphor of the writer's own to capture Rachel's thoughts and feelings.
- ❖ Make a perceptive claim as to whether Rachel's feelings change and substantiate this claim with a specific analysis of the character's actions and reactions.
- ❖ Interpret with authority and advance logically to your conclusion. Have few, if any errors in the conventions of written English (including the following rules for quoting from the text).



Plot Summary	Supporting Detail	Commentary
Yellow	Green	Blue
What is obvious Just the facts	Examples Evidence Quotes	Deeper thinking Interpretations Conclusions The so what? Insights Ahas Opinions

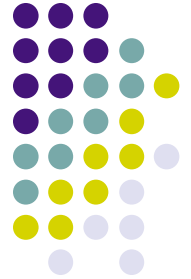
Yellow: When the narrator's horned toad is crushed on the pavement, Grandma consoles him over the loss of his pet.

Green: She joins him in grieving and strokes his back, and then she picks up the horned toad and mutters, "the poor little beast."

Blue: Like the horned toad, Grandma is also out of place.

Blue: The horned toad is symbolic of Grandma because they are kindred spirits who need to return to where they belong.

Student Paper
Code: 4824

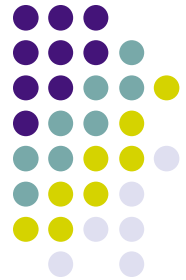


Rachel goes to school on her eleventh birthday. She feels like she is a whole bunch of ages all rolled into one. She feels like she is still ten even though today she is eleven. She has a party to look forward to though because mama is making a cake and everyone will sing Happy Birthday and there will be presents. But then Mrs. Price makes her wear the red sweater. Rachel does what she is told because Mrs. Price is older and because she's the teacher however she doesn't want the big red mountain and pushes it to the tippy-top corner of her desk. That just makes Mrs. Price even more angrier than before and she shouts at Rachel that's enough.

It turns out that the red sweater wasn't even hers! It belonged to Sylvia Saldivar. So, she says that even though there will be a cake and presents and they'll sing Happy Birthday when she gets home it's too late.

It's like Rachel came to school all filled up with excitement like a balloon and Mrs. Price just let all the air out. So, Rachel says she wants to be far away like a tiny, runaway balloon, so tiny that you have to close your eyes to see it.

Student Paper
Code: 5682



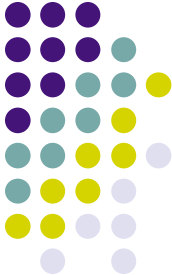
“What they don’t understand and what they never tell you is that when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four and three, and two and one.” This is what Rachel says after the incident on her eleventh birthday in the short story “Eleven” by Sandra Cisneros. I think she expected to feel all grown up on her birthday but Mrs. Price embarrassed her and made her feel helpless like a baby, like she was three. This hurts her feelings and makes her feel bad about herself. It all happened because of the red sweater.

Rachel woke up expecting a big change on her birthday. She thought she should feel one whole year older and “smart” eleven. But even before the red sweater she was kind of still feeling ten. Then, Mrs. Price said, “Whose is this” and made Rachel wear the red sweater. “Not mine” Rachel is saying inside her head. But Mrs. Price stole her voice. So, only a little four year old voice came out.

Rachel calls the sweater a big red mountain. This shows that it is a huge thing on her desk that everyone is staring at. She feels like she’s in the spotlight but in a bad way. Then, Mrs. Price makes her put it on and it’s creepy and full of germs like old cottage cheese. When Rachel puts on the clown sweater she cries like she is three. I bet her face is as red as the sweater from Mrs. Price embarrassing her. Mrs. Price made her feel helpless like a baby. She wishes she were one hundred and two and she wants to be a tiny balloon in the sky. This means that she wants to disappear because she feels so small and unimportant. Mrs. Price should have listened to Rachel and taken her word that the sweater wasn’t hers instead of forcing her to put it on, but she just went on to math problem number four. At the end, Rachel feels bad about herself and her happy birthday is ruined.

Side-by-Side Comparison

Student Paper Code: 4824	Student Paper Code: 5682
<p>Rachel goes to school on her eleventh birthday. She feels like she is a whole bunch of ages all rolled into one. She feels like she is still ten even though today she is eleven. She has a party to look forward to though because mama is making a cake and everyone will sing Happy Birthday and there will be presents. But then Mrs. Price makes her wear the red sweater. Rachel does what she is told because Mrs. Price is older and because she's the teacher however she doesn't want the big red mountain and pushes it to the tippy-top corner of her desk. That just makes Mrs. Price even more angrier than before and she shouts at Rachel that's enough.</p> <p>It turns out that the red sweater wasn't even hers! It belonged to Sylvia Saldivar. So, she says that even though there will be a cake and presents and they'll sing Happy Birthday when she gets home its to late.</p> <p>It's like Rachel came to school all filled up with excitement like a balloon and Mrs. Price just let all the air out. So, Rachel says she wants to be far away like a tiny, runaway balloon, so tiny that you have to close your eyes to see it</p>	<p>What they don't understand and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four and three, and two and one." This is what Rachel says after the incident on her eleventh birthday in the short story "Eleven" by Sandra Cisneros. I think she expected to feel all grown up on her birthday but Mrs. Price embarrassed her and made her feel helpless like a baby, like she was three. This hurts her feelings and makes her feel bad about herself. It all happened because of the red sweater.</p> <p>Rachel woke up expecting a big change on her birthday. She thought she should feel one whole year older and smart eleven. But even before the red sweater she was kind of still feeling ten. Then, Mrs. Price said, Whose is this and made Rachel wear the red sweater. Not mine Rachel is saying inside her head. But Mrs. Price stole her voice. So, only a little four year old voice came out.</p> <p>Rachel calls the sweater a big red mountain. This shows that it is a huge thing on her desk that everyone is staring at. She feels like she's in the spotlight but in a bad way. Then, Mrs. Price makes her put it on and it's creepy and full of germs like old cottage cheese.</p> <p>When Rachel puts on the clown sweater she cries like she is three. I bet her face is as red as the sweater from Mrs. Price embarrassing her. Mrs. Price made her feel helpless like a baby. She wishes she were one hundred and two and she wants to be a tiny balloon in the sky. This means that she wants to disappear because she feels so small and unimportant. Mrs. Price should have listened to Rachel and taken her word that the sweater wasn't hers instead of forcing her to put it on, but she just went on to math problem number four. At the end, Rachel feels bad about herself and her happy birthday is ruined.</p>



Plot Summary= Supporting Detail= Commentary=